Dance Learning Journey

YEAR 13

Unit 3: Influential performance practice

Exam style unit; Perform two pieces explain how and why they were created from research

Unit 1: Prepare to work in PA sector

Exam style unit; applying for a job in the performing arts industry including an audition piece with the application.

Unit 8: Repertoire

Select an area/style/practitioner who has a repertoire of work. E.g. a choreographer or playwright and prepare and perform two pieces influenced by that

Unit 2: Proposal for a commissioning brief

Exam style unit; responding to a commissioning brief in the performing arts industry

Unit 4: Combined Arts

Creating new performance by reinterpreting an existing piece of repertoire. Integrate two or more different art forms or styles of performance into a new reimagined piece of repertoire.

YEAR 12

Aural setting effects on choreographic outcomes

Mood and atmosphere, contrast and variety, structure, relationship to theme/idea

Choreographic devices

Motif and development, repetition, contrast, ghlights, climax, nanipulation of number, unison and canon

Structuring devices and form

Binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions

Choreographic processes

Researching, improvising, generating, selecting, developing, structuring, refining and synthesising

Beginning | Middle | End

Component 1 Choreography

Choreographic intent & stimulus

Mood(s), meaning(s), idea(s), theme(s), style/style fusion(s)

Choreographic content

Movement content (RADS), structuring devices, choreographic devices

Choreographic approaches

As exemplified in the interview with each choreographer

Performance Environment

Proscenium arch, end stage, site sensitive, in-the-round

Placemen , angle, proximity and special effects

Dance for Camera

YEAR 11

Aural Setting

Song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch, rhythm

Dancers

Number, gender

Counterpoint

Costume

Including footwear, masks, makeup & accessories. Features such as; colour texture, material, flow, shape, line, weight, decoration, how they define character, genc identify dance enhance or sculp body and enhanc action.

Lighting

Colour, placement, direction, angles etc.

Staging/Set

Projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials

6 professional works. FEATURES OF PRODUCTION :

Relationship Content

Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations

Spatial Content

Pathways, levels, directions, size of movement, patterns, spatial design

Dynamic Content

Fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt

Action Content

Travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight

Physical Skills

Posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation

Expressive Skills

Projection, focus, spatial awareness, facial expression, phrasing

Duet/Trio performance

Musicality, sensitivity to other dancers, communication of choreographic intent

YEAR 10

Component 1 Performance

Contact

Can choreograph using a stimulus

Compliment and contrast

Mirroring

Component 2 Dance Appreciation

Sudden/sustained

Fast/slow

Strong/light

Flowing/Abrupt

Canon, Unison, Formations

RELATIONSHIP CONTENT

Accumulation

Action and reaction

Lead and follow

DYNAMIC CONTENT

Acceleration/deceleration

Direct/ indirect

Unit 1: Structure and communication of meaning

SPATIAL CONTENT

Use of different body parts

Transfer of weight

Pathways

Directions (forwards/backwards/sideways/diagonal)

Patterns – a design traced in space

Formations

Can add in transitions

Elevations

Gestures

Floor work

Levels (high/medium/low)

Size of movement

Spatial Design (personal space/general space)

Can create a motif

Dance Actions

YEAR 8

ACTION CONTENT

Stillness

Turns

Travel

Importance of nutrition & Hydration

SAFE WORKING PRACTICES (performance)

Canon, Unison, Formations

Why is it important to warm up and cool down?

SAFE WORKING PRACTICES (process)

Safe execution of movement

Appropriate dancewear including:; footwear, hairstyle, absence of jewellery

Unit 1: Intro to Dance

YEAR 7

KS2-3 Transition

Develop flexibility, strength, technique, control & balance

Perform dances using a range of movement patterns

welcome

ENRICHMENT:
-Dance Club
-Dance Company
- Examination intervention

Dance ' **Education in the art of dance is education of the whole mane – his physical, mental & emotional natures are disciplined & nourished simultaneously in dance.' TED SHAWN.**